



ADEP

Student Course Evaluation Results

1999-2000



Introduction



In 1999, the Missouri Division of Alcoholism and Drug Abuse and the SATOP providers began work with Responsible Decisions Inc. to update and standardize the curriculum for its 10-hour Adolescent Diversion Education Program (ADEP).

As part of the revised curriculum, instructors were equipped with a standardized and anonymous course evaluation to be administered to students at the conclusion of the program.

Over the past 12 months, approximately 1,400 completed course evaluations have been submitted to Responsible Decisions Inc. from the following locations:

- Affiliated Court Services
- Alternatives, Inc.
- Alternative Services, Inc.
- County Court Services
- EMASS
- ESCAPE
- Family Counseling Center
- Family Guidance Center
- HCADA
- Interstate Court Services
- Midwest Counseling Services
- Northland Dependency Services
- Ozark Center
- Preferred Family Services
- St. Louis County
- Southeast Missouri Community Treatment Center
- The Recovery Zone

The course evaluations provide valuable insight about the students' program experience. Overall, student feedback reflects a positive attitude toward the program and its instructors.

Section I outlines the responses to the survey's first five questions. These questions offered students specific response choices and therefore provided measurable and concrete results. The final five questions were open-ended and therefore resulted in a broad range of responses. A sampling of student responses to these questions is provided in Section II of this report.



Rating The Program & Its Components



Question 1

Students were asked to place a check in the box that best describes how important they felt the following activities were to meeting their goals for the course:

	Very Important	Important	Not Important
Student Workbook	25%	60%	14%
Homework	12%	37%	50%
Personal Action Plan	45%	47%	8%
Class Discussion	69%	29%	2%
Small Group Activities	35%	49%	16%

Question 2

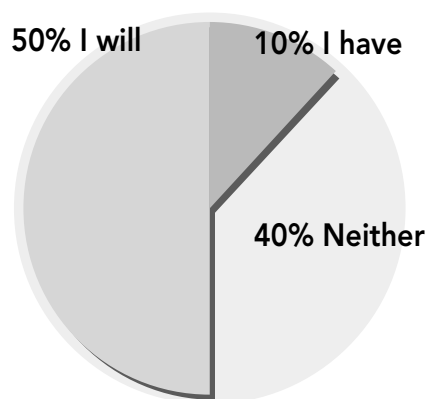
Students were asked to rate their instructors in the following areas:

	Excellent	Good	Average	Poor
Instructor clearly defined the goals of the course	76%	22%	2%	0%
Instructor was well-prepared	77%	20%	3%	0%
Instructor made students feel comfortable	81%	14%	4%	1%
Instructor involved everyone in discussion	76%	19%	4%	1%
Instructor explained the material clearly	78%	19%	2%	1%
Overall, I would rate the instructor as...	79%	19%	2%	0%



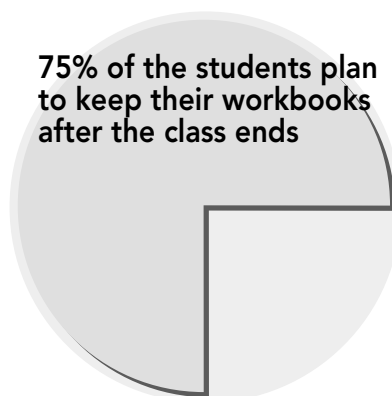
Question 3

Students were asked whether they had shared or planned to share their student workbook with someone outside of class.



Question 4

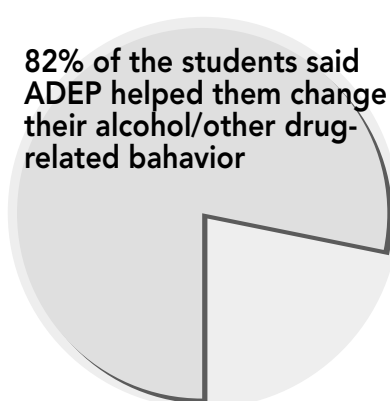
When asked if they planned to keep their student workbook after the class ends, 75% of students answered YES.





Question 5

When asked if ADEP helped them make a change to their alcohol/other drug-related behavior, 82% indicated that YES it had.



When asked why or why not, the most common answers were related to a greater awareness about the consequences (50%), a greater awareness about self (14%) or a change in attitude toward alcohol and other drugs (14%).

Sampling of student responses:

"The class made me think about whether I want to do this all my life – do I want to keep getting into trouble with the law? So I guess it's time for a change."

"The class helped me realize that I do have a drinking problem and that I need to get help now!"

"Yes, because I understand that drinking causes problems with me, others and the law."

"This program had no effect. I'm still going to smoke weed."

"It made me think more about what I was doing."

"It didn't help at all because I don't have a problem in the first place."

"I learned a lot of things I didn't know. Some was scary to think about so I will make an effort to change some patterns."

"I don't need to be here. Using one time a week is not a big deal to me."

"Now that I'm more educated about some of the drugs I have used in the past, I don't think I'll do them again."

"I look at drunk driving differently now."

"The ADEP program taught me that there is more in life than just drugs."



Open-Ended Questions



Question 6

When asked which modules or activities they found most useful, students were rather vague in their responses. Overwhelmingly, the most popular program component was group discussion (40%). Other frequently mentioned components included videos, the workbook and alcohol/other drug information.

Sampling of student responses:

“group activities because it got people involved”

“The workbook made me think about why I should quit.”

“group discussion – it let everyone open up to each other at our own level”

“I liked the drug part. I learned things I didn’t know before.”

“learning from other people’s mistakes and ideas”

“the beer goggles”

“the chance to voice my own opinion”

“the videos because they were easy to understand and showed real life situations”

“The action plan will help me remember why I’m here.”

“the workbook because it had good information”

“discussion and personal action plan”

“The talking part helped me think about future consequences and how to avoid them.”



Question 7

When asked which modules or activities they found least useful, nearly 50% of students responded “nothing” or left the question blank. Common specific responses included videos and the repetition of information between the workbook, lectures and videos.

Sampling of student responses:

“movies – even though they had some good information, they were boring

“the homework”

“None. Our discussions were effective and open-minded.”

“the testing – useless activity”

“workbook because we just had to put stuff down to get it done”

“I don’t need the action plan to help me figure out what I’m going to do.”

“the lectures, book and the videos were repetitious”

“speeches from the instructor because you don’t think he knows what he’s talking about”

“Nothing. I thought the whole class was well organized.”

“The videos were outdated and boring.”

“The workbook wasn’t that useful because we didn’t really use them in class.”

“marijuana movie”



Question 8

When students were asked what they would like to spend more time on, the most common responses were nothing (40%), discussion (22%) or videos (9%).

Sampling of student responses:

“laws on drugs”

“other drugs besides just alcohol and marijuana”

“identifying more alternatives besides drinking”

“going through the book and discussing more situations”

“group debates and personal opinions”

“dependency on marijuana”

“group discussions and activities”

“more on pot and acid”

“We spent enough time on everything.”

“ways to deal with peer pressure”

“I would have liked to have seen more videos of kids my age that I could relate to.”

“More time sharing personal experiences and ideas with the group – I learned a lot that way.”



Question 9

This question asked students how they would describe the course to a friend. Student descriptions were overwhelmingly positive. A large majority of students indicated that the program was educational and useful.

Sampling of student responses:

“It is a serious, down-to-earth course that puts things in perspective.”

“semi-boring, but useful”

“It was useful and helps if you have a problem.”

“lame”

“It wasn’t so bad. It was helpful and even fun sometimes.”

“Different. You have to listen and take the information in and not blow it off.”

“I am honestly shocked. I actually enjoyed the class. I had fun and learned a lot of interesting things.”

“It’s not worth \$100, but it wasn’t as bad as I thought.”

“boring and time consuming”

“informative, factual, useful – a great experience”

“The course was informative and yet it lets you make your own decisions.”

“very educational”

“I would tell you that I would take it again – not because I have to but because I want to.”